

*EARLY YEARS BAND (R-2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
Strand: TEXTS AND CONTEXTS			
<p>Children discuss reactions, and identify main ideas and information, when listening to a range of texts. KC1 • KC2 With an awareness of purpose, they produce a range of spoken texts in order to communicate their ideas and feelings to a familiar audience. Id • T • C • KC2</p> <p>Children discuss reactions, and identify main ideas and information, when listening to a range of texts. KC1 • KC2 With an awareness of purpose, they produce a range of spoken texts in order to communicate their ideas and feelings to a familiar audience. Id • T • C • KC2</p> <p>Children recognise the range of experiences and views shared by people as they read, view and critically interpret different visual and written texts containing familiar and new content, language and text structures. T • KC1</p> <p>Children recognise some of the purposes and advantages of writing as they express feelings, ideas, information and imagination within written texts. T • C • KC1 • KC2</p>	<p>Students understand and respond to the ideas and viewpoints of others, and extract specific information when listening to a range of texts. They produce an increasing range of spoken texts about topics and issues of interest, and interact with audiences for particular purposes in schools and the community. T • C • KC2</p> <p>Students understand and respond to the ideas and viewpoints of others, and extract specific information when listening to a range of texts. They produce an increasing range of spoken texts about topics and issues of interest, and interact with audiences for particular purposes in schools and the community. T • C • KC2</p> <p>Students identify different interpretations of symbolic meanings and stereotypes as they read, view and critically interpret a range of visual, multimodal and written texts that contain familiar content and some unfamiliar language. T • C • KC1</p> <p>Students compose a range of written texts which contain some interrelated ideas and information about familiar topics. They understand that certain text types are associated with particular purposes and audiences and adjust writing accordingly. T • C • KC2</p>	<p>Students respond to increasingly complex ideas and information and examine diversity of opinion when listening to a range of texts. They critically and creatively produce a range of spoken texts about topics and issues for a wide range of audiences. T • C • KC2 • KC6</p> <p>Students respond to increasingly complex ideas and information and examine diversity of opinion when listening to a range of texts. They critically and creatively produce a range of spoken texts about topics and issues for a wide range of audiences. T • C • KC2 • KC6</p> <p>Students examine past, present and future representations of society as they critically interpret a range of visual, multimodal and written texts which contain increasingly complex ideas about local and global issues. F • In • T • C • KC1</p> <p>Students choose and compose a range of written texts which explore different perspectives about local and some global issues. They apply an understanding of context, purpose and audience to their own writing. In • T • C • KC2 • KC3</p>	<p>Students analyse connections between purpose, context and audience when critically listening to a range of complex texts. They plan and produce a range of sophisticated spoken texts about topical and future issues to influence and inform local and global communities. In • T • C • KC1 • KC2 • KC3</p> <p>Students analyse connections between purpose, context and audience when critically listening to a range of complex texts. They plan and produce a range of sophisticated spoken texts about topical and future issues to influence and inform local and global communities. In • T • C • KC1 • KC2 • KC3</p> <p>Students critically analyse multiple views of the past, present and future as they read, view and interpret a range of visual, multimodal and written texts which contain complex ideas and different perspectives on local and global community issues. F • Id • In • T • KC1 • KC6 • KC7</p> <p>Students examine different perspectives about challenging local and global issues as they plan and compose a range of written texts. They critically analyse their own written texts for context, purpose and audience. In • T • KC1 • KC2 • KC3</p>
<p>PLEASE NOTE: The first Key Idea in each Strand in English describes the scope of learning in listening and speaking. This Key Idea corresponds to two Outcomes, one describing listening achievement and one describing speaking achievement. The first Key Idea on this page has been repeated to show its correspondence with the two Outcomes on the opposite page.</p>			
<p>* The R-2 Key Ideas build upon the Birth-Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.</p>			

Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
Strand: TEXTS AND CONTEXTS					
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> Children develop trust and confidence. F • Id Children develop a positive sense of self and a confident personal and group identity. Id • In Children develop a sense of being connected with others and their worlds. F • Id • In Children are intellectually inquisitive. F • T • C Children develop a range of thinking skills. F • T • C Children are effective communicators. T • C Children develop a sense of physical wellbeing. Id • In Children develop a range of physical competencies. Id 	<p>1.1 Listens to a range of texts to identify feelings, main ideas and events. T • C • KC1</p> <p>1.2 Produces a range of spoken texts that describe familiar procedures and events, and experiments with adjusting own speaking to communicate with different audiences in a variety of familiar contexts. T • C • KC2</p> <p>1.3 Reads and views a range of texts containing familiar topics and language and predictable text structures and illustrations and recognises the ways that texts are constructed to represent real and imaginary experiences. Id • T • KC1</p> <p>1.4 Composes a range of texts that include topics of personal interest and some related ideas, and that can be understood by others. In • T • C • KC2</p>	<p>2.1 Listens to a range of texts to identify specific information about familiar topics and to respond to others' views. T • C • KC1</p> <p>2.2 Produces a range of spoken texts about topics and events of personal and community interest for different school and some community audiences and purposes. Id • In • C • KC2</p> <p>2.3 Reads and views a range of texts containing familiar topics and some unfamiliar text structures and language features, and identifies symbolic meaning and stereotypes. T • C • KC1</p> <p>2.4 Composes a range of texts that include interrelated ideas and information about familiar topics and shows an awareness of different audiences, purposes and contexts. T • C • KC2</p>	<p>3.1 Listens to a range of texts to develop ideas, identify diversity of opinion and to consider the appropriateness of context, purpose and audience. T • C • KC2</p> <p>3.2 Produces a range of spoken texts about topics and events of personal and community interest, for school and wider community contexts and audiences. In • T • C • KC2</p> <p>3.3 Reads and views a range of texts containing some ideas and issues of social/cultural interest and more complex text structures and language features and explains possible reasons for different interpretations of texts. In • T • KC1</p> <p>3.4 Composes a range of texts that include ideas and information about familiar and some unfamiliar topics and applies an understanding of audience, purpose and context. Id • T • C • KC2</p>	<p>4.1 Listens to a range of texts to examine Key Ideas and diverse opinions and to understand the effect of purpose, context and audience. Id • T • C • KC2</p> <p>4.2 Produces a range of spoken texts about topics, events and issues of personal, community and world interest and adjusts speaking for a wide range of contexts and audiences. In • T • C • KC2</p> <p>4.3 Reads and views a range of texts containing multiple social and cultural perspectives and examines personal and diverse understandings of the contemporary world. In • T • KC1</p> <p>4.4 Composes a range of texts that include detailed information and explore different perspectives about a range of issues and adjusts texts for particular audiences, purposes and contexts. Id • C • KC2</p>	<p>5.1 Listens to a range of texts to analyse and compare complex ideas and diverse opinions and judge the effect of the interrelationship between context, purpose and audience. In • T • C • KC1</p> <p>5.2 Produces a range of spoken texts about specialised topics and current and future issues, and speaks appropriately in different contexts and for a variety of purposes and audiences. F • C • KC2</p> <p>5.3 Reads and views a range of texts containing challenging ideas and issues and multiple views of the past, present and future and examines some relationships between texts, contexts, readers and producers of texts. F • In • T • KC6</p> <p>5.4 Composes a range of texts that include detailed information and explore different perspectives about diverse topics or issues and adjusts the text to produce an intended effect upon the audience. In • T • C • KC1</p>

*EARLY YEARS BAND (R-2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
Strand: LANGUAGE			
<p>Children listen to and interact with familiar audiences for different purposes and in different contexts, and learn about some aspects of spoken language. They produce spoken texts, experimenting with language to communicate with a range of audiences in the home, school and community. T • C • KC2</p> <p>Children listen to and interact with familiar audiences for different purposes and in different contexts, and learn about some aspects of spoken language. They produce spoken texts, experimenting with language to communicate with a range of audiences in the home, school and community. T • C • KC2</p> <p>Children read, view and interpret texts, drawing on the support of proficient readers as required. They identify and talk about some language features of written and visual images. T • C • KC1 • KC2</p> <p>Children produce written texts, drawing on the support of proficient writers as required. They identify and talk about some basic features of written texts and visual images. T • C • KC1 • KC2</p>	<p>Students listen to and interact with familiar and some unfamiliar audiences for a wider range of purposes and contexts, and learn about several aspects of spoken language. They produce a variety of spoken texts, developing confidence and increasing proficiency in the use of language as they communicate with a wider range of school and community audiences. Id • C • KC2</p> <p>Students listen to and interact with familiar and some unfamiliar audiences for a wider range of purposes and contexts, and learn about several aspects of spoken language. They produce a variety of spoken texts, developing confidence and increasing proficiency in the use of language as they communicate with a wider range of school and community audiences. Id • C • KC2</p> <p>Students read, view and interpret a range of texts about familiar and some unfamiliar topics with increasing independence and understanding. They identify, predict and evaluate the language features of written and visual texts, and discuss their effect on the reader. T • C • KC1</p> <p>Students plan and compose, with increasing independence, a range of texts about familiar, new and imaginary experience. They demonstrate knowledge about, and increasing control of, language choices in written texts. Id • T • C • KC3</p>	<p>Students listen to and interact with a wider range of audiences/users for different purposes and contexts, and learn about and integrate aspects of spoken language. They produce a variety of spoken texts, demonstrating control of language, as they communicate with school and extended community audiences. In • T • C • KC2</p> <p>Students listen to and interact with a wider range of audiences/users for different purposes and contexts, and learn about and integrate aspects of spoken language. They produce a variety of spoken texts, demonstrating control of language, as they communicate with school and extended community audiences. In • T • C • KC2</p> <p>Students independently rread, view and interpret a range of written, visual and multimodal texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers' and viewers' responses and understandings. In • T • C • KC1 • KC2</p> <p>Students plan and compose, independently, an extensive range of texts on different themes and issues. They demonstrate knowledge about and competent control of language choices in texts in different modes and media. T • C • KC2 • KC3</p>	<p>Students listen to and interact with diverse audiences in many contexts and media, and learn about and critically analyse aspects of spoken language. They produce a variety of spoken texts demonstrating control and manipulation of language as they communicate with a wide range of community and global audiences. In • T • C • KC1 • KC2</p> <p>Students listen to and interact with diverse audiences in many contexts and media, and learn about and critically analyse aspects of spoken language. They produce a variety of spoken texts demonstrating control and manipulation of language as they communicate with a wide range of community and global audiences. In • T • C • KC1 • KC2</p> <p>Students read, view and interpret a broad range of texts dealing with abstract themes and issues. They analyse and discuss how patterns of linguistic and visual choices contribute to the construction of possible worlds and cultural values in written, visual and multimodal texts. F • In • T • C • KC1 • KC2 • KC7</p> <p>Students plan and compose a comprehensive range of more detailed texts, dealing with complex themes and issues. KC2 KC3 They demonstrate critical awareness of and competent control of language choices in texts in different modes and media. In • T • C</p>
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ENGLISH Outcomes Overview

An **Outcome** describes what will be observed or inferred through the learner's engagement with the Curriculum Scope.

Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
Strand: LANGUAGE					
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> Children develop trust and confidence. F • Id Children develop a positive sense of self and a confident personal and group identity. Id • In Children develop a sense of being connected with others and their worlds. F • Id • In Children are intellectually inquisitive. F • T • C Children develop a range of thinking skills. F • T • C Children are effective communicators. T • C Children develop a sense of physical wellbeing. Id • In Children develop a range of physical competencies. Id 	<p>1.5 Identifies some aspects of spoken language in a range of contexts when listening to and responding to texts. Id • T • C • KC2</p> <p>1.6 Experiments with language when producing spoken texts for a range of school and community audiences. T • C • KC2 • KC6</p> <p>1.7 Identifies and talks about some features of written language and visual images when reading and viewing a range of texts. T • C • KC1</p> <p>1.8 Experiments with aspects of language when planning and composing a range of texts about familiar experience. Id • C • KC3 • KC6</p>	<p>2.5 Identifies and discusses aspects of spoken language when listening and responding to texts in a range of contexts. Id • C • KC2</p> <p>2.6 Uses some aspects of language when producing a variety of spoken texts for a range of school and community audiences. In • C • KC2</p> <p>2.7 Identifies and interprets features of written language and visual images when reading and viewing with increasing independence and understanding a range of texts about less familiar topics. T • C • KC1</p> <p>2.8 Uses aspects of language when planning and composing a range of well-structured texts about familiar and new experience. Id • T • C • KC3</p>	<p>3.5 Discusses and analyses aspects of spoken language when listening and responding to texts in a range of contexts. T • C • KC1 • KC2</p> <p>3.6 Selects and uses most aspects of language when producing a variety of spoken texts appropriate for a wide range of school and community audiences. Id • T • C • KC2</p> <p>3.7 Identifies and analyses features of written language and visual images when reading and viewing independently, a range of texts about familiar and unfamiliar topics. T • C • KC1</p> <p>3.8 Selects and uses a variety of language aspects when planning and composing a range of well-structured fiction, factual and media texts about familiar, new and possible experience. Id • T • C • KC3</p>	<p>4.5 Evaluates specific aspects of spoken language when listening and responding to texts in a wide range of contexts. T • C • KC1</p> <p>4.6 Controls and adjusts most aspects of language when producing a variety of spoken texts for a wider range of school and appropriate community audiences. Id • T • C • KC2</p> <p>4.7 Analyses and evaluates features of written texts and visual images when reading and viewing independently a range of texts dealing with more complex themes and issues. In • T • C • KC1</p> <p>4.8 Controls and adjusts most aspects of language when planning and composing an extensive range of written and multimedia texts on different themes and issues. T • C • KC3 • KC7</p>	<p>5.5 Shows understanding of the interrelationships between aspects of spoken language when listening and responding to texts in an extended range of contexts. C • KC1</p> <p>5.6 Manipulates language when producing a variety of spoken texts appropriate for an extended range of school and community audiences. In • C • KC2</p> <p>5.7 Identifies and critically appraises combinations of features in texts when reading and viewing a broad range of texts dealing with abstract themes and sociocultural values. In • T • C • KC1</p> <p>5.8 Manipulates and critically appraises language choices when planning and composing a comprehensive range of texts dealing with abstract themes and cultural values. In • T • C • KC1 • KC3</p>

*EARLY YEARS BAND (R-2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
Strand: STRATEGIES			
<p>Children receive and share meanings as they experiment with strategies for listening attentively to a range of spoken texts in order to identify ideas and interpret others' views. They communicate personal ideas and opinions by experimenting with strategies for planning, composing and presenting spoken texts in familiar community situations.</p> <p>Id • T • C • KC1 • KC2 • KC3 • KC4 • KC6</p> <p>Children receive and share meanings as they experiment with strategies for listening attentively to a range of spoken texts in order to identify ideas and interpret others' views. They communicate personal ideas and opinions by experimenting with strategies for planning, composing and presenting spoken texts in familiar community situations.</p> <p>Id • T • C • KC1 • KC2 • KC3 • KC4 • KC6</p> <p>Children experiment with several reading/viewing strategies for selecting texts, organising and recording information, and interpreting visual texts and short written texts. T • C • KC1 • KC6</p> <p>Children share ideas and feelings as they experiment with strategies for planning, composing and reviewing their own writing. They draw on strategies for spelling high frequency and common sight words accurately and for attempting to spell unfamiliar words.</p> <p>Id • T • C • KC2 • KC3 • KC6</p>	<p>Students receive, share and respond to a range of texts by employing several strategies for listening attentively to ideas and information, and drawing conclusions. They communicate ideas and information and evaluate performance by integrating several strategies for speaking in different contexts. Id • In • C • KC2</p> <p>Students receive, share and respond to a range of texts by employing several strategies for listening attentively to ideas and information, and drawing conclusions. They communicate ideas and information and evaluate performance by integrating several strategies for speaking in different contexts. Id • In • C • KC2</p> <p>Students integrate several reading/viewing strategies to locate and compare information, identify resources, and meet own personal reading goals.</p> <p>Id • T • C • KC1</p> <p>Students respond to and express ideas and information as they integrate several strategies for planning, composing and reviewing their own writing. They draw on knowledge of letter patterns and letter sound relationships to spell familiar and unfamiliar words. T • C • KC2 • KC3</p>	<p>Students apply a variety of strategies for listening in order to summarise critically, make inferences and respond to what they have heard. They apply these strategies when adjusting their speaking for wider contexts and audiences in order to communicate challenging ideas and opinions about issues.</p> <p>Id • T • C • KC1 • KC2</p> <p>Students apply a variety of strategies for listening in order to summarise critically, make inferences and respond to what they have heard. They apply these strategies when adjusting their speaking for wider contexts and audiences in order to communicate challenging ideas and opinions about issues.</p> <p>Id • T • C • KC1 • KC2</p> <p>Students use a range of reading/viewing strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts. F • Id • C • KC1 • KC2 • KC4</p> <p>Students develop a range of strategies for planning, composing and reviewing specific written texts. They use a multi-strategic approach to develop consistency and accuracy in the conventions of written texts.</p> <p>Id • C • KC3 • KC6</p>	<p>Students analyse alternative viewpoints in texts by synthesising a range of strategies for listening in order to reflect, interpret, challenge and critically analyse spoken texts. KC1 They apply these strategies to manipulate speaking for a variety of community and some global situations in order to communicate complex ideas and issues. In • T • C • KC2</p> <p>Students analyse alternative viewpoints in texts by synthesising a range of strategies for listening in order to reflect, interpret, challenge and critically analyse spoken texts. KC1 They apply these strategies to manipulate speaking for a variety of community and some global situations in order to communicate complex ideas and issues. In • T • C • KC2</p> <p>Students draw on multiple reading/viewing strategies to organise and interpret information for specific purposes, to manage and reflect on personal reading programs, and to critically interpret texts with multiple levels of meaning.</p> <p>Id • T • C • KC1</p> <p>Students use a range of strategies to plan, compose, revise and edit written texts for coherence and cohesion. T • C • KC3</p>
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<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> Children develop trust and confidence. F • Id Children develop a positive sense of self and a confident personal and group identity. Id • In Children develop a sense of being connected with others and their worlds. F • Id • In Children are intellectually inquisitive. F • T • C Children develop a range of thinking skills. F • T • C Children are effective communicators. T • C Children develop a sense of physical wellbeing. Id • In Children develop a range of physical competencies. Id 	<p>1.9 Uses strategies for listening attentively to ideas and opinions in a range of spoken texts. T • C</p> <p>1.10 Experiments with strategies for planning, composing and presenting spoken texts for formal and informal situations. T • C • KC2 • KC3 • KC6</p> <p>1.11 Experiments with strategies when selecting, reading, viewing and critically interpreting written and visual texts, and with teacher support, discusses their use of strategies. Id • T • C • KC1</p> <p>1.12 Experiments with strategies for planning, composing and reviewing own written texts and for attempting to spell unfamiliar words. Id • T • C • KC3</p>	<p>2.9 Uses strategies for listening attentively to ideas, information and viewpoints in a range of spoken texts. Id • T • C • KC6</p> <p>2.10 Uses strategies for planning, composing and evaluating a range of spoken texts to communicate with different community audiences. Id • In • C • KC2 • KC3</p> <p>2.11 Uses strategies for identifying resources, locating information and for reading, viewing and critically interpreting information from various written and visual texts. Id • T • C • KC1</p> <p>2.12 Uses strategies for planning, composing and reviewing own texts and for consistently making informed attempts at spelling. Id • T • C • KC3</p>	<p>3.9 Uses and discusses a variety of strategies for listening attentively to summarise alternative viewpoints in a range of spoken texts. T • C • KC2 • KC6</p> <p>3.10 Selects and uses a variety of strategies for planning, composing, presenting and evaluating spoken texts for an increasing range of community audiences. Id • T • C • KC3 • KC6</p> <p>3.11 Selects and uses a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts. F • Id • T • C • KC1 • KC2</p> <p>3.12 Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately. T • C • KC3</p>	<p>4.9 Uses and compares a variety of strategies for listening critically to diverse perspectives in a range of spoken texts. T • C • KC1</p> <p>4.10 Controls and adjusts a variety of strategies for planning, composing, presenting and evaluating spoken texts for wider community audiences. Id • T • C • KC2 • KC3</p> <p>4.11 Controls, adjusts and compares a variety of strategies for locating and recording information and for reading, viewing and critically interpreting written and visual texts for specific purposes. T • C • KC1 • KC2</p> <p>4.12 Uses, compares and adjusts multiple strategies for planning, composing and reviewing written texts. T • C • KC3</p>	<p>5.9 Uses and critically reflects on a range of strategies to listen analytically to diverse perspectives in a range of texts. T • C • KC1</p> <p>5.10 Manipulates a wide variety of strategies for planning, composing, presenting and evaluating a range of spoken texts for an extended range of school and community audiences. In • T • C • KC2 • KC3</p> <p>5.11 Manipulates and synthesises a wide variety of strategies for reading, viewing, critically interpreting and reflecting on texts with multiple levels of meaning. T • C • KC1</p> <p>5.12 Manipulates multiple strategies for planning, composing and reviewing written texts. T • C • KC2 • KC3</p>

*EARLY YEARS BAND (R-2)	PRIMARY YEARS BAND	MIDDLE YEARS BAND	SENIOR YEARS BAND
Strand: CRITIQUING			
Children develop understandings about people, diversity and the technological world, and learn to question by assessing their own and others' products, processes and systems. T • KC1	Students identify relationships between people, diversity and everyday products, processes and systems. They investigate design characteristics which shape, and are shaped by, these relationships and suggest why the particular design criteria may have been used. In • T • KC1 • KC2	Students analyse and explain the design decisions and thinking implicit in products, processes and systems made by themselves and others. They develop an initial understanding of the competitive nature of the designed and made world. In • T • KC1 • KC2	Students deconstruct technologies in order to expose the values which lie behind the intentions, design and manufacture of products, processes and systems. They critically examine the consequences of past technologies, and speculate on and explain the consequences of present and future technologies and their capacities to shape human existence. F • In • T • KC1 • KC2
Strand: DESIGNING			
Children recognise and use different ways of thinking, planning and preparing that are helpful in achieving and presenting their designs. They learn that by designing it is possible to effect change. F • T • C • KC1 • KC2 • KC3	Students learn a range of specific design skills, which help them to design more effectively and develop their thinking and capacity to effect change. F • T • KC3	Students understand and value the combining of different design skills in order to create personal strategies to become better designers of culturally, environmentally and socially defensible products, processes and systems. F • In • KC6	Students are self-managing designers who bring together experience, self-knowledge and appropriate design strategies to create ethically defensible products, processes and systems. Id • In • T • KC1 • KC6
Children use different strategies, including using a range of technologies, for successfully reflecting on, communicating and expressing to others their design ideas and thinking. Id • T • C • KC1 • KC2 • KC6 • KC7	Students reflect on their own work by clarifying and communicating their design ideas and their thinking and planning for products, processes and systems. They use effective design communication methods, including appropriate digital and electronic technologies. T • C • KC2 • KC7	Students use a full range of communication skills and techniques in the design field, including information and communication technologies, to document and communicate effectively their design thinking, ideas and proposals. T • C • KC2 • KC7	Students communicate their design thinking and proposals effectively, efficiently and at a standard approaching community or industry practice. T • C • KC2 • KC3 • KC7
Strand: MAKING			
Children develop confidence in their capacity to use materials and equipment to make products, processes and systems and, in so doing, reflect on how they work. T • KC1 • KC6 • KC7	Students learn techniques and demonstrate competence in using a broad range of materials and equipment for making products, processes and systems. They reflect on how they work with the equipment and materials they use and, in so doing, improve their practice. Id • T • KC7	Students demonstrate skills in creating products, processes and systems that achieve consistent production outcomes. They apply these skills in enterprising and empowering ways to personal and group situations. In • T • KC4 • KC6	Students demonstrate skills that empower them creatively and independently to solve problems involved in making sophisticated products, processes and systems which approach community and industry standards. Id • In • T • KC6
Children analyse and explain the uses and potential of equipment and materials. They recognise that a range of resources can be used to accomplish their ideas and to (re)shape their world. F • C • KC1 • KC2 • KC7	Students identify, explain and value the characteristics and uses of a range of materials and equipment. They use this knowledge when critiquing their own and others' designs for products, processes and systems. In • C • KC1 • KC2	Students apply their knowledge of the characteristics of materials and equipment when creating solutions and designing to meet criteria related to function, aesthetics, sustainability and production. F • In • KC3 • KC6	Students make discriminating and responsible use of materials and equipment to create sustainable products. They use the knowledge gained to conceptualise, communicate and act for more ethical resource use in the wider community. F • In • C • KC2 • KC7
Children analyse the importance of organisation and safety rules, in order to use resources well and consider the personal and social responsibilities involved when working with others. In • C • KC1 • KC4	Students understand, give reasons for, and manage equipment and resources responsibly and effectively, and work in ways which respect diverse personal and social identities. Id • In • KC3 • KC7	Students describe and communicate principles of good resource management and duty of care, and integrate them into socially and environmentally sustainable designing and making practice. F • In • C • KC2 • KC3	Students manage their designing and making activities independently, successfully and with sensitive duty of care in their interactions with others. They are able to transfer this knowledge to new contexts and situations. F • Id • In • KC4
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Developmental Learning Outcomes Birth–Age 3 & Age 3–Age 5	At Standard 1, towards the end of Year 2, the child:	At Standard 2, towards the end of Year 4, the student:	At Standard 3, towards the end of Year 6, the student:	At Standard 4, towards the end of Year 8, the student:	At Standard 5, towards the end of Year 10, the student:
	Strand: CRITIQUING				
<p>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</p> <ul style="list-style-type: none"> Children develop trust and confidence. F • Id Children develop a positive sense of self and a confident personal and group identity. Id • In Children develop a sense of being connected with others and their worlds. F • Id • In Children are intellectually inquisitive. F • T • C Children develop a range of thinking skills. F • T • C Children are effective communicators. T • C Children develop a sense of physical wellbeing. Id • In Children develop a range of physical competencies. Id 	1.1 Makes judgments about the significance of different characteristics of products, processes and systems made by themselves and others. T • KC1	2.1 Identifies a range of ways in which the design of everyday products, processes and systems is related to those who use them. In • T • KC1	3.1 Describes the significance to diverse groups of people of the various criteria used in the design of particular products, processes and systems. In • T • KC2	4.1 Explains the decisions and choices made in designed and manufactured products, processes and systems and identifies alternative possibilities. In • T • KC2 • KC6	5.1 Examines critically the competing values embodied in designed products, processes and systems, clarifies relationships amongst people, products and quality of life and presents ethical analyses of various possible technological futures. F • In • T • KC1
	Strand: DESIGNING				
	1.2 Demonstrates an initial variety of design practices and recognises design as a tool for change. F • T • C • KC6	2.2 Develops a range of design skills and uses them to effect change. F • T • KC3	3.2 Understands and uses the relationship between different design skills to become better designers. F • In • KC1	4.2 Integrates design skills to create personal strategies for designing culturally and socially defensible products, processes and systems. F • In • KC6	5.2 Independently generates and manages design strategies to create ethically defensible products, processes and systems. Id • In • T • KC3 • KC6
	1.3 Shares a variety of ways of communicating their design ideas and thinking. T • C • KC2	2.3 Uses a range of communication forms and technologies, as a means of self-reflection and to describe their design ideas, thinking and planning. T • C • KC2 • KC7	3.3 Selects appropriate communication forms and technologies to document and convey clearly design ideas, thinking and organisation. T • C • KC2	4.3 Demonstrates skills in using a broad range of recognised communication forms and technologies to convey design thinking. T • C • KC1	5.3 Demonstrates high level skills approaching community or industry practice in effectively recording and communicating their design thinking. T • C • KC2
Strand: MAKING					
	1.4 Acts confidently through using materials and equipment to make products, processes and systems. T • KC7	2.4 Demonstrates effective use of a broad range of materials and equipment, and reflects on their personal interaction with resources they use. Id • T • KC7	3.4 Demonstrates skills and confidence in creating products, processes and systems which respect personal and collective identities. Id • T • KC6	4.4 Effectively uses, in personally and interpersonally appropriate ways, a range of skills that achieve consistent production outcomes. Id • T	5.4 Demonstrates specialised skills to create, independently and in teams, products, processes and systems approaching community and industry standards. In • T • KC4
	1.5 Explores current and alternative uses of materials and equipment in creating products, processes and systems. F • C • KC1	2.5 Identifies the characteristics of a range of materials and equipment, and explains the relationship of those characteristics to designed and made products, processes and systems. In • C • KC2	3.5 Investigates the characteristics of materials and equipment used in design and production in order to achieve sustainability. F • In • KC7	4.5 Evaluates materials and equipment in order to meet principles of function, aesthetics and sustainability. F • In • KC1	5.5 Defends and applies choices made in using particular materials and equipment to create sustainable products, processes and systems. F • In • C • KC2
	1.6 Understands the importance of simple organisation and safety issues in terms of their consciousness of people and fairness. Id • In • KC1	2.6 Identifies the reasons for managing resources effectively and for working in personally and socially safe and responsible ways. Id • In • KC1	3.6 Identifies and articulates a range of responsible strategies for managing resources and working safely. F • In • C • KC2 • KC3	4.6 Analyses and applies the principles of good resource management, sustainability and duty of care in their design and making practice. F • In • KC3	5.6 Integrates the principles of good resource management and duty of care when creating sustainable products, processes and systems and assembles effective arguments to defend these principles. F • Id • In • C • KC2 • KC3